

Approved: Spring 2022
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Website Policy

THE GLEBE PRIMARY SCHOOL

Most Able and Talented Policy





Most Able and Talented Children Policy

The Glebe Primary School is a Rights Respecting School.

RRSA Article 29: Education must develop every child's personality, talents and abilities to the full.

Introduction

Our Vision

- We value every child's individuality.
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community. We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'most able' and 'talented' according to national guidelines.

In the national guidelines the terms are distinguished as follows:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

In these guidelines the term 'most able' refers to a child who has a broad range of achievement at a very high level. Those children who are most able often have very well-developed learning skills. In our school, we use the term 'more able'.

The term 'talented' refers to a child who excels in one or more specific fields, which is not specifically English or Maths, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

About 10 per cent of our children are 'more able', with strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas.

All staff in The Glebe Primary School are committed to 'safeguarding'

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

We value the individuality of all our children. The aims of our school make specific reference to teaching and learning that considers the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and talented children.

Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our more able and talented children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

Identification of children - More able

We use a range of strategies to identify more able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning.

In every year group, teachers use on-going assessments to identify how children are performing against year group expectations. This can be through informal assessments during lessons or based on the outcomes of lessons and happens in all subject areas. As the children progress through the school, we use tests and assessments to ensure that they are making the progress that we are expecting of them in their personal targets. We identify them as more able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests including Phonics Screening in Year 1, SATs in Year 2 and Year 6 and the multiplication check in year 4. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records this on our school tracking systems. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

Aptitudes in English and mathematics

More able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

More able children in Mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Identification of children – talented

Children with exceptional abilities in the application of practical subjects such as dance, music, design, art and physical education, and who may be performing at a level beyond their peers, may be identified as talented.

The identification for talented children may draw on a range of sources including: teacher identification, self/peer identification, discussion with specialist teachers and links with parents and carers.

Teaching and learning

Teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- differentiated activities that allow children to respond at their own level;
- enrichment activities and educational visits that broaden a child's learning in a particular skill or knowledge area;
- individual activities within a common theme that reflect a greater depth of understanding and higher level of attainment;
- access to specialist teachers or extra-curricular activities;
- the opportunity for children to progress through their work at their own rate of learning;
- individual target setting in English and Maths.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able or talented learner, allowing for extension, self-direction or peer learning.

Learning is also enriched through a range of regular homework activities linked to the work being undertaken in classes and the interests of the children. This offers teachers a further opportunity to set work at the level of individual children.

All staff in The Glebe Primary School are committed to 'safeguarding'

Management strategies

The more able and talented leader co-ordinates the provision and practice within the school for more able and talented children.

This includes:

- ensuring that an up to date log of more able and talented children is kept;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able children;
- monitoring the progress of more able and talented children through termly discussions with teachers and subject leaders;
- supporting staff in the identification of more able and talented children;
- providing advice and support to staff on teaching and learning strategies;
- exploring further enrichment opportunities available for more able and talented children;
- liaising with parents, governors and external agencies on issues related to more able and talented children.

The More Able and talented leader monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, feedback from enrichment activities, as well as during classroom observations and drop-ins of teaching and learning.

THE GLEBE PRIMARY SCHOOL

This Policy has been approved at a meeting of
the Governing Body of The Glebe Primary
School.

On:

To be reviewed:

Chair of Governors:

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